AN EVALUATION OF THE PROGRAM FOR THE TEACHING OF EXCEPTIONAL CHILDREN OF POLK COUNTY, FLORIDA

MURRAY W. MILLS

Digitized by the Internet Archive in 2011 with funding from LYRASIS Members and Sloan Foundation

	,	
٠		

	• .

MANUSCRIPT THESES

Unpublished theses submitted for the Master's Degree are deposited in the Florida Southern College Library and are available for inspection. Use of any thesis is limited by the rights of the author. Bibliographical references may be noted, but passages may not be copied unless the author has given permission. Credit must be given in subsequent written or published work.

A library which borrows this thesis for use by its clientele is expected to make sure that the borrower is aware of the above restrictions.

FLORIDA SOUTHERN COLLEGE LIBRARY

Sew der to the boles.

Throughliness the east ordered for the strong of the strong of the east of a superior of the filter of the east of

Lossins to the company of the diserted loss to by its all the strengther than the strengther of the strengther than the strength of the control that the strength of the stren

THE IDEA OF THE COLUMN THE SECOND

AN EVALUATION OF THE PROGRAM FOR THE

TEACHING OF EXCEPTIONAL CHILDREN
OF POLK COUNTY, FLORIDA

MURRAY W. MILLS

Submitted in partial fulfillment of the requirements for the degree of Master of Arts in the Graduate School of Florida Southern College

AN EVALUATION OF THE PROCEAU TOR THE TEACHING OF INCEPTION A CHIEDRIN OF POIN COUNTY, "LORIDA

had a to a local and a local a

er for the statement trace of the statement of the statem

APPROVAL

Professor	Edward	L.	Flemming,	Advisor	
					Reader
					Reader

Date submitted to the chairman of the Graduate Committee

APPROVAL

Professor Idnard L. Memning, Lavisor

throughto soft of Lucidi See John I andtingop James enthan

ACKNOWLEDGEMENTS

The writer wishes to express her thanks and appreciation to the following persons for their invaluable aid and assistance in assembling material and preparing this thesis:

To Miss Sallie Vining, of Winter Haven, Florida, and Boston, Massachusetts, grateful appreciation for the reading and correction of the outline of the thesis.

To Miss Lois Godbey, and mother, of Bartow, Florida, thanks and warm appreciation is extended for their careful correction and revision of the entire manuscript.

Thanks is also extended to Miss Doris Brownell, now assistant Professor of education at Florida State University for her inspiration and assistance in securing material for the study.

Much appreciation is also extended to the writer's advisor, Professor Edward Lee Flemming, of Florida Southern College, whose patience and earnest assistance was so valuable in completing this study.

The writer also wishes to extend thanks to any and all other persons who gave aid and assistance in the research for the study.

ACLHOLLEDGEREUR

The uniter vishes to express her thanks and spurseistion to the following persons for their invaluable and assistance in asserbling raterical and greenering this theriu:

To Misc Sallie Vining, of Linter Hayer, Florica, and Loeton, Massachuretts, preteill commented for the reading and convection of the outline of the flortheris.

To like a loan Golden, and moralmy of leater, of leater, the entern ellipse of their caretal are enterned to the factor careful according to the leater entries assumed in.

Chamins is the estendent of him a posis in our. It as it to the most answer and solutions of solutions of the construction of the construction and are in the construction and are in the construction of the construction of the construction.

Durch and the second of the second control of the second o

The redicted allocations to contend the mile of and the collection of the collection of the collection of the collection of the collection.

TABLE OF CONTENTS

Chapter		Page
I	SETTING THE PROBLEM	ı
	The Problem	1
	General Statement	1 3 3
	Basic Hypothesis	4
	Need for the Study	5
	Incidence of the Problem	6
	Related Literature	9
II	ORGANIZATION OF POLK COUNTY'S PROGRAM OF SPECIAL EDUCATION	12
III	SIGNIFICANCE OF SOCIO-ECONOMIC AND ENVIRONMENTAL CONDITIONS	14
IV	NECESSARY EVALUATION	18
v	VALUE OF THE TESTING PROGRAM FOR EXCEPTIONAL CHILDREN	21
VI	VALUE OF HEALTH PROGRAM FOR EXCEPTIONAL CHILDREN	23
VII	VALUE OF SPECIAL CLASSES	27
VIII	EVALUATION OF PROGRAM FOR EXCEPTIONAL CHILDREN AS DETERMINED BY INTERVIEWS	29

TABLE OF CONTENTS

Pare		Gianter
Ţ	SETTING THE DROBLEM	I
Ξ	The Problem	
ning kalen	Genovel 'tetement. Specific Problem. Definition of Terms. Scope of the Problem.	
* * *	Bacic Hypothecis	
75	Heed for the Stray	
9	Incidence of the Irollen	
Ó		
C.T.	ORGANI ANIGH I ROLL GOVERN LA SELOTA DE SELOTA	7
t ↔ 	ON ONCONTROL TO NOTE OF THE STATE OF THE STA	
9.5		VI
*** * 6 ***	i w . F. The transfer of the v	V
*		To the same of the
1		on Are not di Sodine con 0
0:	GLONG GROWS AND SELECTION OF THE SECOND SECO	* * y*

Chapter		Page
IX	REPORTS OF QUESTIONNAIRES TO TEACHERS OF SPECIAL CLASSES	34
	Health	34
	Physical Education	34
	Reading Ability	35
	Number Ability	35
	Attention	35
	Effort	36
	Ability to Follow Directions	36
	Arts and Crafts	36
	Handwriting	37
	Speech	37
	Ability to Select Activity	38
	Personal Appearance	38
	Social Attitudes	38
	Conclusions	39
X	RECOMMENDATIONS FOR EXPANSION OF THE PROGRAM	41
	Community Problems	44
	Education Preferred to	
	Penal Institution	44
	Summary of Recommendations	45
XI	SUMMARY OF CHAPTERS	47
	BIBLIOGRAPHY	52
	APPENDIX	54

9 . ~ 9		restant
31.	REPORTS OF QUESTIONNAIRES TO THACHERS OF SPECIAL CLASSIS	XI
450	Health	
de.	Physical Phucetion	
7.0	Revisor Adlity	
35	Stude Atlaty	
•		
50		
36	Ability to Follow Directions	
ðņ.		
* · · · · · · · · · · · · · · · · · · ·		
7 " " - 10.4 " - 10.4		
٦.;	e.araranu Ingonsui	
SE		
12 . 4		
F* +	INCHES CONTRACTORS	X
F	and Clott it human	
• •	Education Presidence to to Leavil Carolina	
4 4 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	· · · · · · · · · · · · · · · · · · ·	
Ÿ.,		non un
53	BIBLICORALITY	
11.7	APPLIUM	

CHAPTER I

SETTING THE PROBLEM

The Problem

General Statement

The purpose of this study is to evaluate the program, as it now functions, in the teaching of exceptional children of Polk County, Florida. It will explore some socioeconomic conditions of schools, homes and communities, which seem to be contributing causes to the need for the program.

The study will examine some results of the program after its first year of operation and attempt to determine how well the objectives are being met.

At a time when there is a desire on the part of the tax paying public to weigh all educational programs on the scales of economic values, an examination of the environmental values is in order. ²

Specific Problem

What methods and materials need to be used in the Public Schools of Polk County, in order to assure the exceptional

^{1.} State Department of Education, Bulletin 9, A Guide to Improved Practice in Florida Elementary Schools.

^{2.} Paul H. Landis, "The Dollar Value of Education," <u>Journal of the National Education Association</u> (May, 1949) pp. 366-367.

E ATTEMATO

BUTTHIG THE PROBLEM

The Problem

Teneral Statement

The purpose of this study is to evaluate the progress, as it now functions, in the teaching of susptions light-dwen of lolk County, Florilla. It ill explore come nocio-economic conditions at melocity, bases and communities, which seem to be contained asset for the property.

The state will emarke some recall of as arrefur after the med raille for real test in the point of respective real test of the state of

At a Mile than theore is a levice or the earth of the series of the partie of the parties of the parties of the companies of

inestic Inclies

The setting and reversely need to used in the sublice Schools of Folk County, in order to sarure the exceptional

Itare Department of Eduartian, Dulletin 9, <u>Guide to in-</u> <u>proved Prophice in Floris: Glammary Charact</u>.

^{2.} Paul I. Lander, "the Dollar Wilne of Tare tilen." Jennel of the The Trional Edvertion (Net. 1961) 1. Page -

child an education commensurate with his abilities and potentialities? The foundations of Democracy suggest equal opportunity for all in education as well as in other areas.³ At the present time there is a difficult goal, though surely no more difficult than other demands made by the public on the educational systems of the nation.

The schools of Florida, especially those of Polk County, enroll many children who are rated "exceptional," because of a deadening home environment. Some causes probably are: poor nutrition, dearth of medical attention, and in some cases hereditary mental deficiencies.

Also, because of accidents, diseases, birth injuries, poor pre-natal and post-natal care, there are enrolled children who are unable either physically or mentally to profit from instruction as it is given in the ordinary classroom situation.

A functional program, together with the proper materials of instruction, in order to comply with Florida's compulsory school attendance law, has become a pressing problem.

The teacher in the classroom containing thirty or in many cases forty-five children knows that very little, if anything can be done for the child who rates seventy or lower on the I. Q. test, and who at the end of the fourth grade, has

^{3.} Arch O. Heck, Education of Exceptional Children, p. 12.

ohild an education commensurate with his abilities and potentialities? The foundations of Democracy auggest equal opportunity for all in education as well at it offer areas. At the present time there is a difficult goal, then a normal and the present time there is a difficult to a comment of the public on the caucational systems of the named.

The schools of Plorid, seperially the confoll County, enroll many children the circ rated "escentional," because of a deadening home environment. Some carres probably are: poor nutrition, dearth of medical automition, and in some cases bereditary menual deficiencies.

Also, because of confidents, the con, himble injuries, poor pro-matule and post-matule error and les obligations of the constant of an advantage of an advantage of the continuation of the confident of the confidence of the confidence of the confidence of the confidence of the confidence.

A functional apparer, to without which the respective form in its serion of instance tion, in order to consign with likebil. Is serious without action and the land, that because the serious tractions.

The vencion in the oldereroom east fails fails or in an assument of the velop in the series of the s

not yet learned to read. Since participation in almost any activity, except physical education, is impossible for this child, and since his teacher can do little to help him, he quickly becomes a serious problem. He is maladjusted and frustrated; he feels that his environment is unfriendly, and that failure is inevitable. As a result, habits of truancy sometimes develop, and in many cases the attendance officer has another problem to solve, and eventually the Juvenile Court has another youthful offender on its records.

Definition of Terms

The Exceptional Child: for the purpose of this study, this term shall be interpreted to mean a child who is taken out or left out of his normal group. Specifically it shall refer to children who are on the exceptionally negative side.

Scope of the Problem

The study was made of the program and of the children now enrolled in classes for the exceptional children in Polk County. These classes have been in operation for one year. Consideration was given to evidences of improvement in attitudes, personal appearance, health, responsibility for self, social adjustment, citizenship, academic work, arts and crafts, and participation in group activities.

Recognition was given to the help extended to the homes through the education of these children in the special classes.

not yet learned to retain Cince participation in the simost engactivity, except physical education, is in acquivile for this obided, and since his teacher can be little to held him, he quickly becamed a serious problem. He is relative well and thus tratest; he feels that his suvincement is universability of their distance is insert to be trained to the trained develop, suddin read occur was attached to the face to solve, and the face not bruinfined has another problem to solve, and eventually the face of surelike

Definition of Pens

The Three might of 1994 days also and some of the affiliation of the first days of the control o

The statement had not expense of the statement of the sta

No committee and the second of the state of the second of

The morale of the parents already seems much improved as the children show progress in their work, and a feeling of security is experienced when they see the possibility that their child will be able to make his contribution to life in a Democratic society.

Those teachers and supervisors of the educational program, who are eager for improved liaison between the home and the school, should not fail to note that education finds an enthusiastic public relations agent in the parent whose child is able to make some progress in a special class after experiencing repeated failure for several years.

No less important is the happiness and mental uplift of the children themselves, when at last the stigma of failure has been removed and they are able to make progress, once the work has been geared to their mental speed in the special classes. Some of the children are experiencing their first success this year in the special classes and are very enthusiastic about their own progress.

Basic Hypothesis

It is believed that when data are organized and presented, it will reveal a possible correction of the difficulties now encountered in educating the exceptional children in the public schools.

Since the program is known to be a benefit to society in its present form, it should be of more worth in the near future, when preventive measures are incorporated into the work.

The morelle of the parents already seems until in morel so the children show pargress in their vort, on a society of security is engerienced when they see the rossibility to thisis slike allied be able to make his contribution to lift in leaders.

Those terology and compartness of the superviour leads are gran, who we enger for inspersed limit, an between the frame of the solved, who we end that he was the solved, the frame of the formation of the format

To deep imposition to the transfer of the transfer of the state of the

pliadion Fring

If the beliaded the tree course the control of the fill the fill the Forter Forters, at the course of the control of the fill the control of the control of

in and the second of the secon

Need for the Study

As in all new programs there is a necessity for a careful study of aims and objectives so that an accurate picture of what the program is expected to accomplish can be presented to the public.

A survey of the group which the program is expected to serve, will disclose that those who do not profit by the work, should be placed in a state school. This will enable the special teachers to instruct more efficiently those who can be expected to profit from the program.

Chronological age groups should be considered. At present in Polk County the policy is to wait until the child has been in school for several years, thus proving that ordinary class-room teaching is of no benefit to him, before he is placed in a special group. It should be carefully considered whether it would be more advantageous to make placement at the end of the first year in school, or whenever the Detroit Test (now used in the first grade) shows the child to be of low I. Q. It is not extremely difficult, in most cases, to distinguish those children who need special attention.

Leading authorities in the field of special education believe that exceptional children can learn academic work, provided it is presented slowly enough and at a level sufficiently elementary for the child's mental age. Many children do not learn to read until they are twelve years of age.

^{4. &}lt;u>Ibid.</u>, p. 343.

Need for the Study

As in all new programs there is a necessity for a careful study of aims and objectives so that an accurate pleture of what the arcogram is emacuted as accomplish can be presented to the public.

A nurvey of the group which the program is errected to serve, will disclose that those the do not profit by the reak, should be placed in a state school. This will emble the special teachers to instruct nore effected those who can be expected to profit from the program.

Obronological new groups should be considered. It recent in Polk Borning the policy is to really until the civil has been in school for several pears, thus provide that arise or artists of a several pears of the provide of the interview of the interview of the control of the interview of the control of the interview of the control of

Learn to read until the first of the speak of expect and the sure of a complete that exceptional rightness of. There is about a rational, which is a second of about a should except the sure of the control of the cont

Other educators believe that the teaching of arts and crafts, tool work, hand work, and shop, together with right habits and attitudes is the proper method of educating these exceptional children. 5 There are others who would develop whatever single skill the individual happens to possess along one certain line and to attempt nothing else in the way of education.

The program needs evaluation and examination against the known fact that more can be accomplished where interest and effort are hand in hand, and where all persons interested in a project let their interest be known. The extent to which this can be accomplished will determine the growth and status of a project more than any other known factor.

Incidence of the Problem

In the autumn of 1944, the writer returned to the school room as a classroom teacher, after an absence of ten years. It was with amazement that the same problems confronting the classroom teacher, concerning exceptional children were again encountered. The only new method noted was, "Social Promotion," instead of "Failure," or "Retained in same grade," placed on report cards. The above method solved no problem but created other and more pressing difficulties.

The classroom to which the writer returned contained forty

^{5. &}lt;u>Tbid.</u>, pp. 350-352.

Other educators believe that the teaching of arts and oratte, took work, hand work, and about took together with right habits and attitudes is the proper method of educating these exceptional children. There are athere in a rould develop thatever single skill the individual happens to possers along one certain line and to attour nothing also in the training the skill the individual happens to possers along one certain line and to attour nothing also in the training characters.

The program needs evaluation and examination of important the important the important of at some can be scoopy. I where the interest of and the conformation of the co

Inchicuce of the basished

His time will not to all 1000, for twicted will be to always and we will the constant to always.

If the wild on exercise to the constant of t

The classicous to violating and the efficiency entry is a face of

boys and girls in two grades; among these were at least five exceptional children. Three were mentally retarded, one child had a difficult reading problem, and the other was maladjusted socially.

In desperation, the principal was consulted when the problem became more difficult. She was new in the State of Florida and also in the school, and was unable to suggest anything that seemed a reasonable, workable plan to help either the children or the teacher. All authorities to which the problem was referred agreed that there were no provisions at that time for the exceptional group, but promised to bring the matter to the attention of the proper authorities.

The first of the next year the writer was asked to fill the vacancy left in the school by the sudden resignation of the principal. The problem of the exceptionals was still there, and the exceptional children had increased in numbers. Teachers were voicing the opinion that the normal children were being retarded by the association with the exceptionals.

At the close of the session, one teacher refused to sign her contract to return unless there was a promise that the trouble-makers would be removed. The writer was a teaching-principal, and the only solution to the problem seemed to be placing the exceptionals in the principal's own classroom, giving them some construction materials, picture books, easy reading material, and all attention possible.

boys and girls in two grades; shon, these were at least five exceptional children. Three were mentally retarded, one child had a difficult resding problem, and the other was maladjusted socially.

In description, the principal res consults of the protest less the protest dem became more difficult. She can now in the of elements and also in the school, and was unable to expect expecting that seared a reasonable, containing him to help either via child con or the teacher. All authorities to child to receive and the teacher all authorities to child that there are not continue at the time the time for the third there are no event that an are the the exceptional group, but promised to being a mediant of the toto of the exceptional group, but promised to being a median to the other than of the respectation interest.

The limet of the nest perm the amitter of the selection of additional terms of the fire vacancy left in the admost ly who as a constant the problem of the expectation is a child of the problem of the expectation is a child of the constant of the child into the constant of the point of the constant of

if the sleep of the case of the case to dispense the sign her continues to return unless the there was a reported to the transfer transfer transfer to the remainer total in the remainer total and the only solution to the archive asset to be related to the archive asset to be rised to the exception is to the principal. The case of, givening the exception as to the principal to all careon, givening then come construction and entails, picture less, see wasfally retord it, and all other ton oreities.

It was at this point that real interest supplanted annoyance with the problem. It was evident that when pressure to achieve was removed, or that a feeling of competition no longer existed, and when the children were allowed to color, construct, look at picture books, and do some easy reading from colorfully illustrated children's story books, they became a better adjusted group. They began to enjoy school. No one expected them to learn anything, but several made some progress. They could learn if they were not expected to progress beyond their mental capacity. The amazing incidence was that three gained two years in reading as revealed by The Stanford Achievement Test.

Some help was forthcoming, for at this time the County
Board of Education secured the services of a psychologist, and
seriously maladjusted cases could be referred to that agency.

It has been with deep interest that the writer has followed the work of a related type which has been done in Polk County and surrounding counties in the last three years. Progress has been slow, it is true, but the thinking of educators and lay groups alike has been centered on the exceptional child's welfare.

At the close of the school session of 1947-1948, the writer was asked to teach a low section, which developed into an exceptional group. This group was made up of children of low I.Q. taken from the third, fourth and fifth grades. Speech difficulties, eye difficulties, and problems of malnutrition

It was at this point that real interest surfacted annother which the problem. It is evident that the near rune to menter was removed, or that a facting of competition no longer exieved, and then the children were allowed to color, construct, look at picture hooir, and do some any residing from construct, look at picture hooir, and do some any residing from colorfully illustrated children's sure book, that hear a construct hooter adjusted group. They begin a color cone cope of the to lear anythiday, but several rade cut a not expected that to lear anythiday, but several rade cut a not beyond their to learned two they are not thet beyond their ment i corrects. The constitut includes at the three gained two serve in wealth. It as consider the includes of the serve of the residual that there are the residual to the serve of the residual of the fact.

Ease help has furbleauth, the of the sime the sensity

Formal of länestion saraged the eartises of the appliant of the opening.

remierally tell dije tell est of eartise as a the tree to the the tree appliance.

It has been take level to be some think of the content to the solution of the west of a selection of the west of a selection of the west of the content of t

Lit for elege of the cenool cention of LSP, -LSPE, whe won'ter was asized to touch a Lew section, it'ell exclored that an exceptional group. This grown we are de no of children at low I. 2. taken then the third, for both and will's growen. Specolarity and the children, one is sufficient to well and the string of the second of the second

complicated the work. Emotional blocks and reading disabilities completed the picture of the group.

Guidance courses and college work at the graduate level concerning the exceptional child have now given the study an added incentive, and the fact that other states long ago established methods of caring for the exceptional child in their schools gives prestige to the study.

Related Literature

A preliminary search has revealed much information, both in scientific and non scientific literature, in the fields relative to this subject. The above information is drawn from many sources. Books, magazines and professional reports have been read for materials.

The subject is new only in its relation to education, for the diseased, the crippled, the deaf, dumb and blind and their treatment has been a question that has been discussed since ancient times.

Egyptian, Roman and Greek civilizations, according to historical reports, destroyed their evident defectives, and also the very delicate, at birth; or, if they did not actually destroy them, they were exposed on mountain sides or other exposed places, or in isolated spots, where as usual, nature pursued its certain and cruel course.

This practice in Sparta was supposed to produce perfect soldiers of the perfect children who were allowed to grow up.

complicated the rout. Emotional blocks and redired at -

duidance courses and college noric at the graduate level concerning the exceptional child have now given the rough an edded incentive, and the feet that other other long ementablished methods of caring for the exceptional child in their schools cives prectige to the chile.

Related Literature

A neeligible of come, inspected that independent of alloweritor, heritain solutific and non solutific lighterme, in the also allowers, and non solutific lighterme, in the also allowers of this rulification. The above independent of a direct lightermant converse. Noolis, industries and recipendent for recipenting the recome is also been been but in the metericies.

The embjere is not only in the and edite of a fine, the start of the start of the start of the start of the discussion of the start of

Egypting, lomen is every officerthous, reconsidering in the property of the many doline the perturbation of the many doline the, it bishes on, in the many doline the, it bishes, but they fill not eathaily desires, if they are concast in they fill of the concast of the perturbation of the concast in the concast of the concast in the concast of the co

and the second of the first contradition of a post of the second of the

However, when the Spartans came into contact with the outside world, they abandoned the practice. A similar arbitrary plan suggested in Plato's <u>Republic</u> was intended to build up a ruling class.

In Sociological references, and among the Sociologists, alarm seems to be felt because of two conditions: preventive medicine coupled with modern, scientific discoveries which are saving so many defectives, and the decreasing birth rate among the intelligent, but higher rate among the less intellectual. 7

The Economist, no doubt, will agree with the Biologist and the Sociologist, There is much literature in the field of economics pertinent to this subject. True, the economist is concerned with the standard of living, and in most cases, with the welfare of those who must live all their life in poverty.

The Scientists and medical specialists are seemingly optimistic. Very little alarm is sounded from their world. Doctors continue to perform what in ancient times would have been called miracles. This is done that the crippled may walk and that the blind may see. Medicine and science as a

^{6.} Franklin A. Shull, Heredity, p. 374.

^{7.} Barney J. Ross, New Age Sociology, p. 529.

However, when the Spartans case into contact with the outside world, they abandoned the proctice. A righter arbitrary plan suggested in Flato's Republic was intended to build up a ruling class.

In locatelogical references, and along the locatelogical, alarm seems to be reld because of two conditions: presenting medicine coupled with molems, retentifie liveoresies flictore creater flictore saving so many defectives, include leavestim binds who along the intelligence, include mong the leavestim binds who lace the intelligence of the leavestime.

The Economics, is derict, will agree that the distances and the Social piece. There is need to be seen and the concept of economics pertinent or with anthogons. If we concerns the concerns the concerns that are in the concerns that the concerns of the concerns of the concerns of the concerns of the concept.

The Entential and newlet of the section of section of continuity of the following of the total of the section of the total of the state of the section of th

^{6.} Irentilian . Cable, Herelitz, o. 171.

[.] Sammer . Sole, ist we intricate, a 50,.

team have learned much about the cause of feeblemindedness and mental deficiency, and in some seemingly hopeless cases have been able to correct much of the difficulty. Glandular disfunction is gradually being understood and treated in order to restore individuals both physically and mentally. 8

A large body of related literature is found in the field of psychology. This closely allied field has given the world its greatest knowledge concerning the workings of the human mind.

The Psychologists, men who experimented in the science of human behavior, withheld no knowledge or concealed no discoveries which could possibly benefit human destiny. Before the invention of suitable instruments for testing, it was not possible to discover how serious the mental defect of a subject might be or if he were normal; however, since the advent of intelligence tests, this is no longer true.

^{8.} Madeline Wood, "Can Medicine Make You Smarter?" Coronet, (November, 1947) pp. 3-7.

team have learned much about the cause of feablerind change and mental deficiency, and in some scomingly hopeless cases have been able to correct much of the difficulty. Clandular disfunction is gradually being understood and tracted in order to restore individuals both whisteally and marking.

A large body of related literature is found in the field of psychology. This closely allied field has given the world its greatest imoviledge concerning the relainer of the huren mind.

The Psychologists, men who emperimented in the golerce of human behavior, withhold no inquileder or collection of uishedvenies which could noted by benedic luxen dentity. Lefture the invention of ruitfold incuments for turning, it is not possible to discover how serious the mental differ of a subject might be or if he were noted; interver, times the contract of intervers the contract has no less than or and the contract has no less than or the content of the contract of the content with the contract of the content with the content of the content that were the content of the content of

CHAPTER II

ORGANIZATION OF POLK COUNTY'S PROGRAM OF SPECIAL EDUCATION

During the post session of the school year 1947-48, the school administrators and the interested teachers of Polk County met to discuss and organize a program of special education for the exceptional children of Polk County.

Keeping in mind the Florida State Department of Education's definition of the exceptional child,

"An exceptional child shall mean any educable child or youth who deviates from the normal child physically, intellectually, socially or emotionally to such a degree that specialized or additional services are recommended as essential to provide an adequate educational program for him."

Plans were made to test and screen the children who were potential candidates for such classes. Although some screening was done during August, 1948, most of the testing was accomplished after the school session had begun.

Careful study was made of school records. Observations by teachers and previous results of I.Q.'s were discovered to be the most satisfactory ways of screening. By the use of these methods a number of children were found who were thought to be in need of special education.

^{1.} State Department of Education, Regulations Relating to the Education of Exceptional Children, December, 1948.

OHAPPER HI

ORGANIZATION OF POLK COUNTY'S PROGRAM OF SPECIAL EDUCATION

During the post session of the school year 1947-43, the school administrators and the interested teachers of oil old County met to discuss at organizer property of special education for the exceptional children of Dolf Grunty.

Recoing in mind the Florids State Repertment of Laucetion's definition of the enceptional child,

"in exceptional shill shall mean any suncethe child or youth who deviated rise the normal of lift paratementally, intellectually, socially or exchionally to auch is degree that analatical or allitional som-vices one recommended or essential to provide an edequate educational arguments."

Plens were ands to test and screen the children in the children in the children in the treether notes at the children in the country was also the done duming the later to the country to the continuous after the country of the children as well as the country of the children as well as

The restriction of the state of the content of the

THE RESIDENCE AND ADMINISTRATION OF THE RESIDENCE

^{1.} State Descritation of Canorder, orthodom of the constant Editor of Editor

During the third week in September, 1948, Administrators and teachers met to consider the results of the study. At this meeting a plan of work was agreed upon and details explained.

Each child who had been tested and whose I. Q. fell below seventy-five, was a candidate for the special class. The children were examined by consulting psychologists² from Florida State University, who recommended placement in special classes, provided the same results were evidenced by the special test.

The following week the results of the tests were submitted to the teachers. As a result of the study, ten classes were organized in different communities. About one hundred fifty children were enrolled and the classes were placed under the direction of a supervisor and ten teachers.

An important factor in the organization of the program was that its urgent need was felt by the authorities in charge of the schools of the county. The classroom teachers were grateful for help with their problems, and the teachers of the exceptional children were also grateful for an opportunity to help the children who were in need of special education.

Doctor Andrew Sweetland and Bernard Sheplar, Consulting Psychologists, Florida State University, Tallahassee, Florida.

During the third week in September, 1946, Administrators and teschers met to consider the results of the study. At this meeting a plan of work was sared upon and details explained.

Each child who had been tested and whose I. T. Well below seventy-five, was a condidate for the encoial clear. The shild dran were examined by consulving organisted that That Thombs State University, the moramucals obsectant in asset I classes, provided the same peaulth were evidenced by the meetal toet.

The following reel the results of the teach nord coubmitted to the teachers. As a recult of the crucy, ten classes were organized in different communities. Here have no head filty children were enrolled and the classes are placed mades for direction of a supervisor and ten teachers.

An important i etop in the ordering of the resolution of the endistrict in obtains the tipe unpermission of the colorest for the rebools of the ordering of the colorest for the rebools of the ordering of the colorest for the colors of the resolution of the colors of the c

Joodon Jilver Drestland and error herbra, averidant
 Parehalomiers, literala from a "minoration, "lister et,
 Niocite.

CHAPTER III

SIGNIFICANCE OF SOCIO-ECONOMIC AND ENVIRONMENTAL CONDITIONS

Polk County, located in central Florida is a large physical unit of government. Its varied industries produce a diversified type of economy. In this county, the wealthiest agricultural county in the United States, and one of the largest in area in Florida, is found the contrast in economic conditions typical of the State.

"The children of Florida are coming to school:
They enter its portals of learning each year
... brave, afraid, independent, helpless,
strong, frail... from homes of opulence, homes
of privation, of squalor, of desperation, safe
homes, sound homes... from communities of
factories, of farms and groves and from thickly
populated towns."1

Agriculture and phosphate mining are the major industries. The mining, refining and processing of phosphate gives employment to a large number of people at varying economic levels. These people and their families have the normal security of regular employment and enjoy fair housing facilities.

The chief agricultural activity is the growing and processing of citrus fruit. By processing, is meant the picking, hauling, grading, washing and packing of fresh fruit, as well

^{1.} State Department of Education, A Guide to Improved Practice In Florida Elementary Schools, p. 26.

CHIPPIER III

SIGNIFICANCE OF COCIO-ECCHONIC AND AND CONDITIONS.

Polk County, located in central Ploridr 's a large physical unit of government. Its varied industries produce a diversified type of economy. In this county, the realithinst agricultural county in the United States, and one of the largest in area in Ploride, is found the courty in centeric of the State typical of the State.

"The shildness of Florida are coming to relach!
They enter live nortals of learning test year
... brave, altria, independent, helless,
strong, freil... drom homes of opplence, homes
of privation, of strainer, of despendion, a le
homes, sound homes... from our multicer of
frotomies, of thomes and groves of that test of

Agriculture on a chospilating ministry need the rejection involved:

The ministry, redinator only opined of chospinato gives english.

Into the solution of the solution of the starting of the content of the chospinator.

The content of the solution of the term of the solution of the content of the content

The cities of main within 3 (ethwise is to arm till the community of a single of and other than the cities of and other than, and the cities of the cities o

as the canning and packing of fresh fruit and juice. These activities employ many men and women.

The citrus industry, being seasonal, attracts a large number of migratory workers, with the attendant social evils.

Other agricultural activities are the raising of beef cattle, dairying, poultry farming, and the growing of winter vegetables and strawberries. These are usually self contained and the income varies according to the capital invested, Management and the hazards of climate.

In the country and especially in the citrus centers, good housing and other social benefits for the employees, have not kept pace with the growth of industry, and the population.

From these people, handicapped by the lack of security of employment, medical care, workmen's compensation, unemployment benefits and liveable housing come numbers of exceptional children. Another factor disturbing to the homes, and not generally recognized, is the employment of the women, the mothers of families. A woman working in a packing house or cannery adds to the income of the family, but has time for little more than food and clothing for her family. The early training and education of the children is of necessity neglected.

Some conditions common to the exceptional child are: distractability, to the point of complete lack of attention; insecurity, giving rise to anxiety, and from the nutritional standpoint, an inadequate diet. Physical and environmental handicaps are apparent. Speech difficulties, poor hearing, anemia, evidence as the canning and packing of freeh fruit and juice. These activities employ many men and women.

The oitrus industry, being seasonal, attricts a large number of migratory workers, with the attendant social evils.

Other agricultural activities are the relating of best cattle, dairying, roultry farming, and the growing of winter vegetables and stramberries. These are usually self contained and the incording to the cepital investat, that mement and the hazards of climate.

In the country and especially in the eltres arabers, joed housing and other social benefits for the crohomass, bure may sept pass with the gravith of industry, and whe or ministen.

From these people, headdown and inclinity of maintify of employment, mediash care, markantal or mediash, mediash care, markantal or mediated of emegrators of head lites and lites in the employment of the first or the first endounced or when the moment of the first endounced or the lites and lites are dead of the factors of the farmon of the

Some conditions contain the crosposite configures; the frequency of the condition of complete conditions and complete conditions and complete conditions of the conditions of

of hookworm infection, heart murmurs, impetigo skin eruptions, dirty scalp and clothing, and conditions of low vitality, are evidences of some of the conditions to be met.

When a search is made for information relative to exact factors concerning environment and economic status in relation to intelligence and aptitude, differences of opinion are found to exist among the authorities.

It would be presumptious to assume that the influences of the factors enumerated in the previous paragraphs are the entire cause of mental and educational retardation. Time has proved that heredity cannot be considered as the major determining factor in mental development.

No one seems to doubt the advantage of a good heredity, but since a good heredity usually carries with it a good environment, it is difficult to determine where one ceases and the other begins.

Heredity cannot be overlooked. There is a great resemblance between parents and children. Though the parents contribute the early environment of the child, it is not possible to determine the part that is played by either environment or heredity. That there are any traits which seem to be characteristic of certain families does not prove much, since children placed in foster homes often resemble their foster parents more than they resemble their blood parents, both as to traits and abilities. ²

^{2.} S. C. Garrison and K. C. Garrison, The Psychology of Elementary School Subjects, pp. 16-41.

of hookworm infection, herrt murmurs, impetigo skin eruptions, dirty scalp and clothing, and conditions of low vivality, one evidences of some of the conditions to be met.

When a senreh is made for information relative to exact factors concerning environment and economic athins in relation to intelligence and aptitude, differences of opinion are found to emist among the authorities.

If would be presumptions to resure that the influences of the factors enumerated in the provious entegraphs are the entire cause of neated and educational retardation. Time has proved that heredity counct be considered as the union determining factor in mental tevelopment.

No one decre to doubt the advantage of a pool lened it, but since a good lenedity usually ordered able to a mod earthman ment, it is difficult to devembe an access of the besides.

Femality of mot be an editional. Forest or grant result

Olemen bewoes propert of a chilount. Final both consistences

teringto the consequent in a chilount of the shilling of the consequences

of enterount the theorems to the integral by all the chilour and the chilount of the chiloun

^{1.} S. U. Terrison will. O. overbor, The authoric Western W. Sterne W. Second white the Contract of the Contrac

Many authorities have found a very decided correlation between place of birth and outstanding abilities and their conclusion seemed to be in favor of the strength of environment. 3

It is still true that all children, who are born into the best homes possible, and have what seems to be a good heredity, do not develop into the most intelligent children in the schools. Conversely, all children who are born into a seemingly deadening environment, and with doubtful heredity, do not show mental retardation. Consequently, it is not possible to make a general statement to cover all cases; however, it is evident that where there are poor home conditions, marginal subsistance levels, and cultural disadvantages, more children are found who have failed to show normal mental development.

The factor of nonreadiness, both socially and educationally is one that concerns teachers and administrators alike. There seems to be a poorer reading level, together with more difficulty in learning skills in limited cultural areas, even in children where the mental ability is considered normal.

^{3.} Charles E. Skinner, Educational Psychology, pp. 413-414.

Many authorities have found a very decided convolation between place of birth and outstanding abilities and their conclusion seemed to be in favor of the otrengt of environment.

It is still true that all children, who are boys into the best homes possible, and have that seems to be a good heredity, do not develop into the most intelligent children in the schools. Conversely, all children who are born into a seemingly deadening environment, end with doubting heredity, do not show neated retradation. Consequently, it is not possible to make a general statement to cover all ones; however, it is evident that their them there are good are conditions, nor gial averaged and conditions, nor confident that their them there are good are conditions, nor children are found the have failed on show town I send development.

The factor of nonreadiness, both coalelly and educationall to one to it concerns teadines and eluinistrator allins. In we needed to be a moored resident levil, to either tiph nowe districtly in learning and the line of the outton in area, even in a tildre, where the set is ability in or of ored warel.

^{2.} Charles D. Shinrer, Manakitanil Psychology, op. 'T. - I.

CHAPTER IV

NECESSARY EVALUATION

Heck says that persons interested in a program of special education must not expect other educational workers to make the necessary defenses for them, in regards to cost and administration of the program, but must attend to these matters themselves. 1

In all new programs it is necessary to decide upon the value that is hoped for, from the use of new methods and materials. Since the program of special education is new in Polk County, this evaluation is necessary at the present time. Only when this program of special education has become traditional through long establishment, as is the Florida State program for the deaf and blind, will the education of the mentally retarded—those children slow in learning—be accepted by the general public. So long as there remains a doubt in the public's mind as to monetary worth of this education, it will be necessary to interpret the program in terms of material and environmental values.

In an age when, "the survival of the fittest" is no longer operative in a civilized, democratic society in many areas of life, this biological law still appears to be enforced to a

^{1.} Heck, op. cit., p. 324.

VI HIPPIN IV

HOUTAULIANI YRABEEDNII

Mook cays that persons interacted in a program of special education must not expect office simpostical amountains to make the necessary defended for them. in mercent to the end administration of the exercise, but must attend to the enatters themselves.

In all new two want is is necessary to lead to upon the value that is hoped for, from the use of new net of the end matericle. Since the program of countrie ecocytica is no contributed in the Palk Country, this evaluation is necessary on the upon that case wants of appeals of the the last that this court is a second that the court is the prometer for the deaf and blind, with the concern to the deaf and blind, with the concern to the deaf and blind, with the concern to the the prometer for the deaf and blind, with the concern that the the general public. So lotted the the provide that the the problem of that the character is the problem of the the problem. It is the problem of the the concern that the the problem of the the three that the the concern that the theory that the concern the theory that the concern that the theory that the concern that the theory that the concern the theory that the concern that the theory that the concern the concer

In an age when, "the nurvival of the liftests" on an increase operative in a civilized, Lecteralise decic; in a cover of this biological law chill appears to be adopted in a

^{1.} Heek, op. olt., p. 324.

greater or less degree in the schools of our nation. 2

In proof of the foregoing, it is only necessary to interview some of the educational casualties of the last decade.

They may be found in many areas. Industry, agriculture, the United States Navy, Army and Marine Corps, absorb a share of the young people who failed to complete their education. The schools should develop a program that will keep these young people in school longer, with profit to their future development.

When young people are questioned as to their failure to complete their education, they do not place the difficulty in any particular area. They say that they just couldn't get interested in education sufficiently to continue in classes. Economic pressure is another reason frequently advanced. Young people who have abandoned their educational plans, often say that there was no program developed in their schools in which they could achieve success.

Education for the exceptional child is based on consideration of rights and not on considerations of charity or benevolence. 4

It may be permissible to compare the exceptional children of our nation to the minorities which we have heard discussed

^{2.} John T. Wahlquist, Philosophy of American Education, p. 3.

^{3.} Arthur O. Jones, Principles of Guidance, p. 121.

^{4.} Skinner, op. cit., p. 626.

greeter or less legree in the solpols of our a tion, 2

In proof of the foregoing, it is only necessary, to interview some of the educational easynluter of the last decoke. They may be found in many areas. Industry, againmiture, the United States Now, amy end Marine Corps, abvorbs arings of the young people was relied a correlete their carachine. The schools should develop a program or tarill test there young people in rehablication, this people in rehablication of their training of the relations. The nearly capable in rehablication in this relation to their latter of relations.

When require prople are questioned as to their follows or complete their fellow, the complete their edges, they are replace the listing of the replace the replace of the listing of the confident of the replace of the confident of the confident of the replace of the confident of

Timerulan in the transfer in this is a little out of the from of identary of motion entire of the contract of the leadtolence.

numililio i noite pre elle e grop et elfinasilaeg en pe pi Locardi la la la en interpretation de tain en elfinasila

O. John T. Titl wire, Philograms of Lands P. . Welley S. . . P.

S. Arthur C. Jones, Fractile . I Tries ou . T. I.

^{4.} Chamer, o. it., . 636.

so much in the last decade. The fact seems well established that in nations where the rights of minorities are not safe-guarded and protected, it is but a short step to the neglect and abuse of other groups. This is as true in the field of education as in other areas.⁵

Many interests can be assured that when these children, exceptional on the negative side are cared for in special classes, that the interests of the mentally superior or gifted groups will be safeguarded. Those who would see vocational training, shop, agriculture, and kindergarten classes established are more likely to see their ambitions in special education realized, when the interests of the minorities are safeguarded. 6

^{5.} Edward A. Ross, New Age Sociology, pp. 445-446.

^{6.} Baker, op. cit., p. 462.

so much in the last decade. The fact scene well established that in nations where the rights of minorities are not safe-guarded and protected, it is but a short step to the neglect and abuse of other groups. This is as true in the field of education as in other areas.

Many interests can be assured that when these chil drea, esceptional on the negative dide else cared for in special classes, that the interests of the mentally superior or wifted groups will be safeguarded. Those who would see vecationed training, shop, agriculture, and kinderg aton classes established are nowe likely to see their ambitions in cocainl caucation realised, when the interests of the classics are subsquarded.

^{5.} Tanga i. Loss. New west Colored on the 6.

^{6.} Paker, oz. cit., p. 463.

CHAPTER V

VALUE OF THE TESTING PROGRAM FOR EXCEPTIONAL CHILDREN

The value of any testing program is measured by the uses of the numerous tests. The testing program is valuable only if the interpretation of the resulting data gives real information. If the scores obtained are to be reliable and valid, particular attention must be given to the directions for administering and scoring the tests. The individual, who administers the standard test must realize that time limits set by the makers of the test, determine the validity of the result. The failure to observe time limits, possibly is the flaw of much group testing done in the schools.

The Revised Beta Test, which was used in Polk County, was found to be easy to administer. Careful attention should be given to directions for testing and methods of scoring. The results were correlated with the results of tests given by professional psychologists. In a few isolated cases, the results differed.

Some former group intelligence tests which had been administered in the Schools of Polk County, had depended upon the individual's ability to read the material presented. Some

^{1.} The Revised Beta Test may be obtained from The Psychological Corporation, 522 Fifth Avenue, New York 18, New York.

V KETSAHO

VALUE OF THE TESTING PROCEAM FOR ENGEPTIONAL SHILDLESS

The value of any testing program is measured by the used of the numerous tests. The testing program is valuable only if the interpretation of the peculting date of one of the formation. If the scenes obtained in to be reliable and valid, particular attention must be given to the directions for administering and scoring the tests. The individual, who eat by the melters of the test must reliate that that fine limits est protein of the test, despring it reliable for the factors. The following of the test, despring it reliable the file faller to observe time limits of the faller to observe time limits, possibly in the flaw or much grown testing drue in the large of the testing drue in the large.

The Review Refer to the the state of the solution of the solution of the state of the solution of the state of the state of the solution of the state of the solution of the state of the s

Ent of former groups intellingence torth which induses normanishered in the Follocia of folk County, but is taken their the individual of their to seed the intervaluation that

The Nevised Beta Tost may be strained which The 1s, of Cognor.
 Corpore tion, John Wift when s, New York 19, Norwood.

children, because of physical or other handicaps, score unnecessarily low in a test where reading ability is necessary.

Any deviation from what was considered normal for a child, was sufficient reason for having him tested. Many children were sent for tests by the classroom teacher.

The testing program showed some children of normal intelligence to be in need of remedial work, and not special education. Special attention to these children enabled them to fit into the regular school program.

A child who was found to be lower than seventy five in I. Q. was sent to the psychologist for retesting.

An especially valuable feature of the work done by the consulting psychologists was the performance test of the children. This gave better results than other tests which had been used. Several children made a better showing on the tests administered in this manner, than had been thought possible for them.

Everyone must realize that a test is a comparison of one person with another. One child is more or less intelligent than another. 2

The testing program was of value, since it gave the most nearly accurate picture of the children tested. It placed pupils where they could develop to the best advantage. This consisted of groups where similar ability was a factor in placement.

^{2.} Wayland F. Vaughn, General Psychology, p. 544.

children, because of rhymical or office handierns, score on-necessarily low in a test where $predict \in C$ while p while p while p willist the necessary.

Any deviation from what was considered neural for a child, were sufficient reason for having him terms. Fang childness were sent for terms by the classicon teacher.

The tresting program aboved these of induces of noise intellection to be in meed of releasing the edit of the solution of the cold seaton. Species of the tree of the regular respective respective.

A child who two four to be lover than covering five in I. Q. was cent to the pepalologist flow resenting.

An economically valuable of the confidence of the confidence of the consulting payabalogists are the and the consulting payabalogists are the the consulting payabalogists are the child and the confidence of the

Theory one unnet resulting the country as a some medical country person with a country one country and the country on the country on the country of the coun

The description original state of volve, of use if the even in the second of the secon

^{3. .}c;limid .. obridin, <u>nuer l'illia</u>...

CHAPTER VI

VALUE OF HEALTH PROGRAM FOR EXCEPTIONAL CHILDREN

A medical examination of children, who were found to be candidates for special education, is a mandatory rule of the Florida State Department of Education.

Polk County was especially fortunate in having the services of the County Health Unit. Dr. Edwin G. Riley, physician in charge of the unit, made the physical examinations of the exceptional children. Services of the unit were used in full, and a typewritten report was made of each child so examined. This report listed the defects in each child's case, and made recommendations for correction. These reports were filed with the child's record and a summary was sent to each parent, listing the defects discovered in the children, and requesting that these defects be corrected.

It was suggested to the parents of exceptional children, that family physicians make corrections and give treatments. In those cases where the parents and family physicians could not care for the children, the clinic of the health unit helped them. Many parents availed themselves of these opportunities.

The County school nurse and the school nurses in each area gave every possible assistance to the exceptional groups.

IV TINTAHO

FOR RAPPORT FELLAND TO EMILY THE LUNDINGTECTS

A medical engrishation of children, the tere found to be candidated for colors, and the Plante State Den ottoes of Libert Ande State Den ottoes of Libert Ande State Den ottoes of Libertina.

Join County the econd all the constructions and an an are signed of the County dealth Unit. Say. Satisfic it is always shown in closure of the enterptional entities. These the call of the enterptional entities. Territor of the enterptional entitles of the context of the context of the enterption of the enterption. The enterption of the enterption.

If the commondation of a solutions of a solutions of a solution of the solutio

• The Company of the properties of the company of t

Teachers of exceptional groups were glad to have this valuable service.

Other interested groups, not heretofore mentioned, were the various service clubs and womens' organizations. These organizations provided funds for medical and dental treatment, that were not otherwise available.

The Lion's Clubs of the various communities, in cooperation with the Florida Council for the Blind, worked diligently for the sorely needed correction of eye difficulties and purchased glasses for children whose parents were unable to secure them without aid.

Where parents were inclined to postpone needed physical corrections for their children and where they failed to keep appointments that were made for them, they were urged by the special teachers and by school and county nurses, to attend to these matters immediately.

Conferences were held with parents, to help them to understand that health and nutritional difficulties produce poor school work and often, bad behavior. Parents were advised that physical causes, temper tantrums and other malbehavior should be corrected before punishment is administered to a child. It is true that the parents are tried by the heedlessness and forgetfulness of rules of conduct by the exceptional child, and that they need help to realize that other remedies are usually more satisfactory than punishment.

Teachers of amceptional groups nere also to hove this value able service.

Other interested prouge, not 1 metodore mentioned, were the verious convict elujo srd wend would be organization. There organizations provided funds for elice of describe theorems, there are not other if so or liking.

The Lion's Clube of the residue. In the "the court of the cooperation of the right of Lard or the right. The right of the sound, seeded court of the sound, seeded court of the court of the court of the court of the sound of the court of the right of the right of the sound of the court of the right of th

There inpents reput inclined to now mone there in this depth of the police of the contractions for their children in this contraction is the contraction of the contr

Lotted the effect the control of the entitle of the

Dental defects were found in almost all of the children in the exceptional groups. This is not strange since the entire school population of Polk County has a higher incidence of dental defects than average school groups. This is in accordance with a special report for the school year, 1947-1948. Some dental work was done among the exceptional children, but there is much more work needed to remove this health hazard from the group.

Many of the exceptional children were found to have persistent colds throughout the school year. These conditions were complicated by bad tonsils and adenoids. Because of these and other conditions these children failed to gain weight and showed symptoms of undernourishment.

In those cases where tonsils and adenoids were removed, and other corrections made, improvement in physical and mental health were noted. The improvement is marked in these chil - dren who at last have had removed obstructions which have damaged their educational and physical development.

As a part of the program for the health improvement of the children in the special classes, supplementary lunches were served. The lunches consisted of orange juice and crackers. In some instances of extreme malnutrition, milk was provided. The orange juice is provided for the lunchrooms through the Florida State Welfare board, by the purchases of the United

^{1.} Dr. Edwin G. Riley, Special Report on Dental Health, Polk County Health Department, a talk to Eloise Parent Teachers Association.

Dential defects were found in almost all of the chiliner in the emembional mount. This is not the trained large the entite achoos population of Tolls longsty ind a biqued incide of dential defects than even or of old quowns. If it is not econordones with a special regular for the cohool pure, INV-1915. Some dential mount was lone a many the concept included that it is settled that there is much more work near the concept included land dential that there is much more work near the second that also days. I there is much more work near the second that there is much more work near the properties and the second.

Henry of the elempthicular chillians restant to have see persistent colds filtered filtered filtered for the constitution of the constitution for the constitution of the constitution for the constitution of the constitution of

Use o mark of the promount for the local library of the distance of the contribution in the smeal library of the contribution of the contribution

States Department of Agriculture. Orange juice is helpful in cases of malnutrition and anemia; it provides vitamin "C" and is a relief to "hidden hunger." It gives a tired child more energy to take him through a long morning of school activities.

Skin eruptions, such as impetigo, were found and treatment by school nurses to children in special groups was given. Some minor cases cleared up with removal of other factors and with better nutrition.

In the teaching of health, cleanliness of person, clothes, and surroundings for the home and school were stressed. The exceptional children are fairly responsive to health instruction, as they are to any program that can be stressed frequently. Health teaching is repeated daily and is a valuable part of the school program. That the teaching of health and cleanliness was accepted and practiced became apparent with the number of clean faces and freshly laundered clothes. These were more in evidence each day as the program operated through the school year.

The value of the health program can be weighed by the health improvement of the exceptional group. Much of this could not have been accomplished without the aid of special physical and psychological examinations. Because of the health program, education of the exceptional children was more effective.

^{2.} Dr. Walter Wilkins and French Boyd, "Nutrition for You," contribution to National Nutrition Program, p. 6.

States Department of Agriculture. Or sine juice is helpful. In cases of malrutation and element; it recylder vituain "G" and is a relief to "hidden hunger. "L gives a tired child more energy to the lim through a long sormine of medical activities.

Skin emubions, man or impost of some four of treatment by selock number to oblider in seal a mount of a liven. Come minor case alonged up with monoral of object rectare and with managed of a constant of the better nutrition.

In the teaching of bealth, therefore a site error, chordes, others, of energy end surpounding for the horse are selected according to the consequent.

Ston, so that the to any map, which or be characted invarianters, ston, so that is mape wedet if the own be characted from the selection of the selection.

The value of the health measures of the tender of the second of the seco

^{2.} Up. William williams and Found co. L. War Miles our Com. " contriliables to Medianal Magriture Transport. D. 6.

CHAPTER VII

VALUE OF SPECIAL CLASSES

Under the program of special education, the classroom reserved for exceptional children are as large as possible, and are not overcrowded with furniture. Since fifteen children is the limit for a special class, it is possible to move furniture and other fixtures in order to form small groups to play games and perform calesthenics.

This is a great advantage, for children of this type are easily distracted and cannot be kept attentive to any activity for many minutes at a time.

The first six weeks after the children were placed in the special classes was an exploratory period for both pupils and teachers. This allowed the teacher to revise her plan of work, in line with hoped-for objectives. Many times the plan of work had to be modified in order to meet the needs of the pupils. Often the result fell below the result expected by the teacher and the time consumed was far more than that originally allotted to a given activity.

The children in the special classes were not given material with which they were vaguely familiar but couldn't read, but were given new and interesting materials with which to work, and easy books were placed in their hands.

THY FATS. HD

VALUE OF SPECIAL CLASSES

Under the program of special education, the clararyon reserved for executional children and an large as possible, and are not overcrowded with furniture. Since fifteen children is the limit for a special clara, it is is usiable to move furniture and ruber figures in order to form a all groups to play games and perform callegories.

This is a great adventage, for cailand, of this type are easily distreated and campat be kent attential to and activity for meny minutes at a time.

The first city weeks after the of illies where made is a well who special elements and explose the special of with the selection of the desired has all the rith homed-for of jectives. Many virtual file plan of work, in line with homed-for of jectives. Many virtual file plan of work in a lessonistic in order to near the occur of the pastile. Often the occur of a contain the file of the many that the file occurs of a contain the file occurs of the many that or the many that occurs occurs the many that originally allocated to a consumal was fire many that

The shift down in the solutions of successions of the confident doubt and the serious shift which is described and the serious test of the confidence of the

A child must experience some sense of security and feeling of success if he is to acquire any education worthwhile.

"Security is present when the child feels that regardless of attainment he is still accepted as a member of the group. He rests in the knowledge that he is established in the scheme of life. . . Opportunities for achievement within the level of the learner will give self confidence to him. Recognition of his achievement will satisfy the desire to build an acceptable status."

^{1.} State Department of Education, A Guide to Improved Practice in Florida Elementary Schools, p. 43.

A child must experience some serou of security and feeling of success if he is to acculre any education sorthwhile.

"Security is present when the child feels that regardless of attainment he is still recepted as a member of the group. He rests in the knowledge that he is catablished in the reheme of life... Opportunities for achievement dibin the learner till give self confidence to him. Recognition of his achievement will satisficate to him. Recognition of his achievement will satisficate desire to build an acceptable group.

I. Stute Descriptions of Election. . This is Iranies . a coice in Micrish II and the coice

CHAPTER VIII

EVALUATION OF PROGRAM FOR EXCEPTIONAL CHILDREN AS DETERMINED BY INTERVIEWS

Parents of exceptional children were interviewed. These parents were not asked what they thought of the program, as their personal reaction was not the important point, but rather the information that such a program was under way, and of the effect it had had on their children.

When parents were asked how the new program had affected their children they were quick to express their pleasure in the consideration of the child and his problems. They doubt the continuance of the program, for they do not believe that funds will be allocated for the education of those who learn so little. But these people say that the long years of neglect of this group have saved funds that might be used now.

The State of Florida would do well to consider the parents of exceptional children, who feel that their children have not had their share of education. Bad public relations result in cases where parents, even though a small minority, are dissatisfied with the program of state education.

Parents were given hope when President Hoover called the White House Conference in Washington, D. C., in the year 1932.

^{1.} Baker, op. cit., p. 463.

TITI SETTER VILLE

NEW TATALOG THE CONTRACT OF THE STATE OF THE

Fixeness of exceptional children were law views. The saper ones were not said that the first of the order of the order. The sather care not said that the incommunity of the nather the information that such a record and order of the effect it had believed which a first order of the effect it had believed without children.

When parents were arised how the service profits the rifectual their children they were juick to someth children they were juick to someth all the constitution of the oblition of the oblit of the

The street of course them as the second to the second of t

Person's were mitten inge from areations Moon of L. the file Mouse Conference in the incorpance of the Mouse Conference in the incorpance of the motor of the Mouse Mouse Mouse Mouse Mouse Months and Mouse Mouse

^{1.} when 22 241. or '''.

This conference formulated the children's Charter and pledged itself to the goals of this charter. Some of the articles have definite significance for parents of exceptional children. For Example, Article IV,

"For every child, full preparation for his birth, his Mother receiving pre-natal, natal, and post-natal care, and the establishment of such measures as will make child bearing safer."2

This is especially significant since many of the exceptional children are victims of birth injuries.

Article X carries implications for every exceptional child:

"For every child an education, which, through the discovery and development of his individual abilities, prepares him for life; and through training and vocational guidance prepare him a life which will yield him the maximum of satisfaction."

Article XIII is directly and pointedly applicable:

"For every child who is blind, deaf, crippled or otherwise physically handicapped and for the child who is mentally deficient, such measures as will early discover and diagnose his handicap, provide care and treatment, and so train him that he may become an asset to society, rather than a liability. Expenses of these services shall be borne publicly where they cannot be privately met."

Classroom teachers have said that both they and the normal children benefitted greatly by the removal of the exceptional

^{2.} White House Conference, The Children's Charter, pp. 45-46.

^{3.} Loc. cit.

^{4.} Loc. cit.

This conference formulated the children's Charter and Andred itself to the goals of this charter. Fore of the arbicles have definite cignificance for nevents of enceptional children. For Example, Article IV,

For every child. full preparation for his birth, his Worker receiving pre-natel, natel, and the ratel case, and the establishment of such measures as will take child beside rates.

This is especially straificant time not the promiteral children are victims of birth injuries.

Article X centier indicavious for every emeguion I

:5fino

"For every shill en esweation, valish, through the discovery and levelspream of his in highers."
abilities, newers him for life; and through training and vocational citanes premare his life of toher this pield him the narrane of a traction. "B

Article XIII to discoving only cointril; o oliving

"Non svery shill vin is ilind, fewi, whichever on a thermize anythereally indicapted as the list of the child of the spred as the list of the child of the child of the control of the child of the control of the contr

Planerson teachers have sate the orbition of the common children bracking of preciding by the common orbitions.

^{2.} Thit ibut tord cord read. The frie temic Time sets. . "5- ..

o Loc. oit.

^{4.} Loc. oit.

children. These children, who could have no happiness and success in class work, were a disturbing element in the classroom. Teachers thought one year was too short a time to complete the evaluation of the program but the improvement in the happiness of the child was favorable.

Supervisors reported that the feeling of progress in the exceptional children was valuable. One supervisor spoke favorably of the help the classroom teacher had received from the removal of the exceptional children from the classroom.

None of the supervisors questioned felt that stigmatization had been a problem. 5

One supervisor said that from an administrator's point of view, Polk County was not prepared to establish and administer the program. She said that sufficient equipment had not been planned for nor had a proper number of teachers received the special training necessary.

The expense of the program was discussed, this being one of the complications in the continuance of the classes in special education. The schools may go back to the practice of leaving this minority uneducated. The parents of these children, and their relatives and friends who see them neglected, will remark on the nonsense of schools, and will naturally vote against further taxation. The writer feels that it is not

^{5.} Heck, op. cit., p. 344.

children. Those children, who could have so harmans and success in older word, were a disturbing element in the closurous. Teachers thought one year on too short a time to complete the cyllustion of the project but the improvement in the hampiness of the child was flowerid..

Supervisors recepted in the dealing of the result of the recent that an exceptional children was religible. One of a children range of the help via along the class of the help via along the class of the removal of the exceptional of the removal of the exceptional of the removal of the exceptional of the removal of the expectation of the removal of t

One supervisor cald that them an our instant which he had not not not miser, loan county was not made not on a solicit and all nimites the program. The cold of the couldistant end what is not not lose planned for not last open end of the course the county.

The suprace of the number was Minimers, of it can easily the or who or who or which it we do not not the or first who eath a process is considered or the constant of the constant of the constant of the manage for two sets of the constant of the constant

f. Heck, on out., o. out.

known how deeply the subject of educational opportunity for the exceptional child is tied in with the welfare of the general school program.

Another supervisor felt that the program meets a real need, and that the morale of the parents had been raised by the fact that some thing had been done for their children, but feared stigmatization for the children. This supervisor agreed as to the benefit to normal classrooms and their teachers. She also pointed out that beginning the program before the administrative staff was ready for it was a handicap.

One county superintendent was interviewed. This superintendent expressed satisfaction with the program. His great objection was the financing of the program for the coming school year. He said that excessive high cost made it very difficult.

The above superintendent feared the stigmatization of the children placed in the special classes. When his attention was called to the fact that stigmatization is a factor wherever the exceptional children are placed, he seemed not to have considered that possibility.

The superintendent felt that the program fulfills a very real need, and that aid to the morale of the parents was valuable.

^{6.} Heck, op. cit., p. 371.

known how deeply the cubject of ease tional appearunit, for the the exceptional child is thed in this two wellsue of the general cohool property.

Another supplied or felt the the master and the set each spets of the dest the first the supplied had been valued by the destination thing he class the set of the se

One country agreering was interpolated. This arguet intendent across can expect the report of the property of the resolution of the statement of the statement of the control of the contr

The dix recommendation for section of the obtained financed the shift of the section of the shift of the characters of t

The succeeding Area falls from the correspondent about the correspondent of the course of the course

^{6.} Pear, on. oig., n. .?2.

In weighing the opinions of individuals and groups, the parents of the children concerned were preponderant, in their favor of the program, and since they are more directly concerned their opinions are of value.

The regular teachers are next in favor of the program. They have long been aware of the need of special education, and have more understanding of the problems to be met. Their teaching is more satisfactory when exceptional children are removed from their regular groups. 7

Principals interviewed were also in favor of the program but saw more of the difficulties in its development.

Administration has two problems: finance and the training of special teachers. Finance is no simple problem, but if enough information, as to the need of this education, is given to the public and if a demand is made for the democratic right of these children, the other problem should not be as difficult as finance. There are many teachers always ready to meet the challenge of a special problem and to spend their time and money for any special training required.

^{7.} Baker, op. cit., p. 472.

In reighing the opinions of individuals and groups, the perents of the children concerned were preponderent, in their favor of the proves, and pince they are nowed directly concerned their opinions are of value.

The regular tenchers are next in fivor of the profrem. They have bong been evene of the need of sectiff education, and have none underetroiding of the profiles to be the Their teaching is tore eatilities from their star are continued from their remular ground.

Principals interviewed were also in dever of the program but saw more of the difficulties in its day lemment.

Administration has two problems: Minarce of the two ining of special teacher. The problems is not enough information, so to the rand of this come this come thing, it is always to the problem and if a desirable of the problem description of these children, this object problem should not be an alignment of these children, this object problem should not be an alignment of these childrens of the core of the problem is ready to the analysis of the

^{7.} Deien, ob. cit., r. 472.

CHAPTER IX

REPORTS OF QUESTIONNAIRES TO TEACHERS OF SPECIAL CLASSES

On June 3, 1949, a questionnaire was mailed to each teacher of a class of exceptional children in Polk County. This questionnaire was sent to ten teachers. Approximately one hundred eight children were involved. A letter accompanied each form, asking that the degree of improvement in measured behavior be reported. Teachers were assured that no personal information was being sought, and that no names would be given in reporting. When the questionnaires were returned, it was evident that each teacher had honestly and objectively tried to evaluate her work with the exceptional children.

Health

The health program was outstanding and was first on this questionnaire. In replying to this question, the teachers stated that fifty two children had shown marked improvement during the school year. Fifty one children showed some health improvement and five children showed no improvement.

Physical Education

Physical Education has value for the exceptional child as well as for the normal child. To the question measuring physical

CHAPTER IN

PRIORES OF TURBURY SINUL CLASSES THACHERS OF SPUCIAL CLASSES

On June 3, 1949, a questionnaire non mailed to early teacher of a class of exceptional oil dren in Foll County. This questionneire was sent to ten teachers. Approximately one hundred eight children were involved. A letter soccarpanied each form, esking that the degree of involvent in meanined behavior be reported. Tercher were neural that the personal information for being sought, and the first care reporting to the transfer of the first care returned, it may reporting. Non the each trudies ind independent control objective is not the cash trudies ind independent objective.

rit fraH

The horith made prove of a time of the complication of the companies of th

Physical Garation

Prysical Madention has value for the energy that I whill see the for the normal obtain. In the restion not conduct playabeat

education improvement, teachers reported that eighty five children showed definite improvement. Twenty two children made some progress and only one was reported to have made no progress whatever, in this area.

Reading Ability

Sixty nine children were reported as having made real improvement in reading ability during the year. Those reported as showing some improvement numbered twenty-eight.

Only twelve were reported as making no improvement in reading ability.

Number Ability

This area is perhaps next to reading ability, and is a necessary skill for daily living. Seventy-three of the children in the special classes were reported as much improved in number ability. Twenty four children were reported as slightly improved and only ten as making no progress in number ability.

Attention

The ability to give attention is a very important factor in special education. Inability to give attention is a frequent reason for the lack of success of the child. Information from the questionnaire indicated marked growth in the attention habits of sixty-two children. Some improvement was listed for twenty-eight, and six children were reported to have made no progress.

education improvement, teachers reported that eighty five children choused definite improvement. Event, two children made some progress and only one was reported to lave a deno progress whatever, in this same.

Redding Ability

Sixty mine children were nerowhere an inviter make neading reprovement in reading chilisty during the year. These comported as shorting some improvement numbered trenty-eight.

Only twelve were removied as multing as improvement in reading ability.

Thilid acomp!

This area in rephase nout of the important, and is nucersary abidly for lating the country their country of the child dress of the child dress of the child of th

Tiefy. matti.

The indication of the community of the c

Effort

Interest should also be included with effort, since there are those in authority who feel that the two phases are difficult of separation. Those children given as making much improvement in this area are given as sixty-two. Those children listed as making some improvement number thirty-five, and four children who made no progress were reported.

Ability to Follow Directions

Poor ability in following directions produces a need for special education. This ability is one of the hardest to acquire in all education, and with the exceptional child may well be impossible. Memory is a factor in the difficulty and since the exceptional child has a very short memory span, the ability to follow directions is an area of trouble.

Fifty-three children are listed as showing much improvement. Fifty-three are listed as showing some improvement and only two as showing no improvement.

Arts and Crafts

The area of arts and crafts has an important place, as it is through this work that manual skill is developed, as is also the ability to follow directions. Children are allowed freedom of expression here to a great extent and the activity should be one of enjoyment. Sixty children reported as definitely improving in arts and crafts, and forty-four are reported as having

Effort

Interest should also be included with effort, since there are those in authority who fool that the two whases are difficult of separation. Those children given as making auch improvement in this orea are given as sixty-two. Those children listed as melting some improvement number thirty-five, and four children who made no provenent number thirty-five, and four children who made no provener were reported.

Ability to Follow Nirections

Poor ability in following directions produced a need for special education. This ability is one of the Lardest to acquire in all education, and with the exceptional child manuell be impossible. Herough is a fictor in the thirterist, and since the exceptional child was a very sint memory from the cheeping of the time the cheeping of this and were of thought.

Fifty-three children are liabed as slowing much improvemunt. Fifty-three are liabted as chowin ages improvement and only tro as chowing to improve out.

Arts and Crufts

The speak of appeared because in a construction of the intervent this work with the sailed in the sailed of the sa

shown some improvement. Two children are reported to have done nothing at all.

Handwriting

The teaching of handwriting has been linked with intelligence since handwriting is a tool subject. At this time, some investigations have definitely shown that poor handwriting accompanies other educational disabilities.

Thirty-five children were reported as showing much improvement in the area. Thirty-eight showed some improvement, and ten were listed and making no progress in writing.

Speech

The speech defects and difficulties of exceptional children are a source of embarrassment and emotional disturbance both to the pupils and to their parents. As it is a difficulty that a parent cannot fail to notice, the parents and children are extremely anxious to have speech difficulties corrected. These difficulties assume many forms and are caused by many factors. There is the child who is mute, the stutterer, and the child who speaks so brokenly that he cannot make his wants known. All these children can be helped as language develops and as maturity proceeds. Speech training was given by the teachers, since speech difficulties are not usually organic. Speech difficulties in exceptional children are perhaps the result of immaturity and lack of proper training.

Returns from the questionnaire listed forty-seven children

shown some improvement. Two children are recort to have done nothing at all.

anii hrwbasH

The teaching of hondarities has been linked with intelligence since handariting is a tool subject. At this time, some investigations have definitely about the occar had whith, t accompanies other chacations. Itselihitis.

Thirty-dive children rese senosted a shorts raci inprovenent in the ones. Thirty-eight observe as a immover ent, and ten were listed and unitary so propress in and time.

Sneech

The reserving of defects on I infiltentials of classic of Classic of Coldination of the remains of the remains

Returns from the descriptions the it is a love, which fills our

as making marked improvement in speech. Children making some improvement numbered forty-nine and those making no progress numbered ten.

Ability to Select Activity

This item is of particular importance. The child who is a "sitter" who will do nothing when he has finished the task assigned, is a problem in any group. Each child should be encouraged to select an activity as soon as he is through with his assigned task. This freedom of choice, and discouragement of idleness will stimulate ability to choose.

The number of children showing growth in this area were given as thirty-nine. Those children showing some growth numbered fifty-three, and those who made no improvement six.

Personal Appearance

Since the feeling of well being and assurance follow pride in personal appearance, this question was given place in the questionnaire.

Sixty-eight children made much improvement in personal appearance, according to the data given. Thirty-eight children are listed as having made some improvement, and two children made no improvement in the area of personal appearance.

Social Attitudes

By social attitudes is meant the ability of the child to make friends in class and to prove himself friendly and help-

as moking marked improvement in speech. Ohildwen nebing some improvement numbered forty-nine and those meking no progress nurbered ten.

Ability to Select Letivity

This item is of particular importance. The child who is a "sittem" the rails do not ingreshed he had limitied the task arctaned, is a problet in any gure. The child about be encouraged to cellet an equiption soon or he is through with his assigned train. This freedom of chaice, he lies cours, exect of idlomens will switched about of case, as lies assigned to the switches ability to choose.

The number of endlices enorther point in this tree very given so this very-nine. Those shill near this is, rought for this end third -three, and alose the react in terror this.

Personal imperation

Since the feeling of reil lains our sens to follow the transfer of the spream is the star of the star of the star of the start of the s

Similar to the confidence of t

21/10/10/2 11/08

Discould strictly the control of the civil and the control of the

ful on the playground and in the cafeteria. Manners and food habits and relations with classmates are areas of consideration. Fifty-six children are reported as having made definite improvement in this important field. Forty-two children are listed as making some improvement, and eight made no progress according to the reports.

Conclusions

The results of the above data speak for themselves, of the value of the program of special education in Polk County, in environmental values and rehabitations of the children participating in the program.

The data are the result of the teachers' opinions, the estimate of a teacher on a child's progress in his school achievement record is recognized as valuable.

One teacher, in returning her questionnaire wrote that something should surely be done with the exceptional child before he reaches adolescence, since on reaching that age, habit patterns are hard to alter. This teacher said, and the writer agrees, that the program should begin with the children from seven to ten years.

An important fact in weighing these results is that the data were furnished by active teachers and is therefore valuable. Also, the questionnaire covered points essential in the development of the exceptional child.

ful on the playground and in the caleteria. Manners and food habits and relations with characters are speak of consideration. Fifty-six children are recorted as haring made definite improvement in this important field. Forty-two children are listed a making come improvement, and citht made no progress according to the reports.

Conclusions

The regults of the above data special for themselver, of the value of the program of special education in Polit County, in environmental values and rehabitations of the children perticipating in the program.

The date are the remalt of the teacher! orders, the estimate of a to ober on a child's progress in his charle achievement recard is appointed a taluable.

One toacist, in returning just the matter that the tracestary by concining clouds ourself by done this endangle of the endangles of the endangles of the property of the return of the confiction of the respective of the confiction of the confictio

An important fact in weighin, steed werelies is that the the the sets were furnished by active trachers and in theorem along the cuestionneing covered points estendial in the development the crospoisional child.

The results of the questionnaire show degrees of improvement and the number of children in each division.

Marked Improvement	Slight Improvement	No Improvement
52	51	5
85	22	1
69	28	12
73	24	10
62	28	6
62	35	4
53	53	2
60	44	2
35	38	10
47	49	10
39	53	6
68	38	2
46	42	8
	52 85 69 73 62 62 53 60 35 47 39 68	Improvement Improvement 52 51 85 22 69 28 73 24 62 28 62 35 53 53 60 44 35 38 47 49 39 53 68 38

These figures show that the program of special education was of benefit to the children participating.

The results of the questionnaire show degrees of inprovement and the number of children in each division.

		Clight Isosoverent	
The control of the co	Printed March 19 in 19 in and Administration of the 1991 companies support	PPT-BBA-BANNING BY HIS 1885 STON 1971 STONY, 1984 TO SIGN AS	and whose restrictions are the constant
Herlith	6	and the	Pro- +5 No _{to}
Physical Education	50	24	ŗ
Reading ibility	69	- 5	2.7
Number Ability	73	11.7	10
lttention		20.	è
trolli		21 /24 1 = 1	• \$
Ability to Pollow Directions	1 C		Con-
Arts and Uralts	D (1 1	de es
Tiener and ting	200 100 200 100	57	0.5
ripooc 2	$\hat{\mathcal{L}}_{\mathcal{J}_{-1}}^{i}$	Eli	0.7
Allig to Scheen Lotiving	CC.	ang has Burg has	3
Derwonnel Abbeckmide	7 3)	10	^
ochutatti Aninon	à	1 	_

CHAPTER X

RECOMMENDATIONS FOR EXPANSION OF THE PROGRAM

Upon the organization of a program for the teaching of exceptional children, classes may be established on a generalized basis—one class for the first six grades and another in junior high school. Retarded or exceptional children will probably never reach high school.

Expansion of the program will include speech correction or therapy, sight saving, and physically handicapped classes, or other necessary divisions of special education.

To make the program for the teaching of the exceptional children successful, the supervisor and administrator must be able to visualize the benefits of the program and have no doubts as to its ultimate success, or its inestimable value to the public.

All special services of the school program, such as health services, health education, guidance clinic, welfare and other aids should be available to the exceptional children's classes.

Wherever it is possible, the service of the music and art departments should be available to the exceptional classes. It is believed that participation in physical education may give these children a sense of belonging to the regular school program.

^{1.} Baker, op. cit., p. 469.

IL FITTAND

TECOMOTERACE AND AMERICAN INTERNAL AMERICAN OF THE AMERICAN OF

Upon the organization of a program for the teaching of exceptional children, classes may be established on a generalized basis—one class for the first timester and enother in junior high adout. Retinated or empericant childen util probably never reach high school.

Expansion of the program will include sleed convection or therapy, eight saving, or physically handleapped classes, or other necessary divisions of smeets? Thus then.

To make the amount was the tradition of the emegration obiliner suscensful, the rubernished and oblighed into the contrast of the collection of the mount of the collection of the mount of the following and the collection of the rubers as to the whiting the rubers, or in inechasible made to the rublic.

All c ec'sl sorvices of the solution, and organist, and solve for for services, the little solves services, the little solves and cide electrons of the should be well-solves and electrons of the solutions.

Inhemotype it is no setimine, the setative of the revise of the revise of the setation of the engagement of the engagement of the engagement of the constitution of the engagement of the constitution of the constitution.

^{1.} Bayer, on. eit., n. 16,.

There should be a testing program, with each child given a complete individual test, and later a complete test by a trained psychologist. No effort should be spared to obtain complete information about the exceptional child. Pre-school information should be secured, and this should be placed in the individual record of the child which is kept by the teacher.

As has been said before, adequate room and facilities for teaching should be provided for the classes in special education.

Transportation is often a difficulty faced by administrators. The smaller schools have not enough children of this type to form their own classes, and it becomes necessary to transport them to other locations. Transportation to central locations, with regular schedules and lunchroom facilities, and with every security for the children should be the prime consideration in special education.

Both the public and members of the teaching profession need education as to the need of this program for special education. The teacher who accepts the responsibility for the instruction of the special class should have the proper training and philosophy. The teacher training institutions in Florida should at once equip themselves for this type of training and be able to certify those teachers who have made this preparation.

^{2.} Loc. cit.

Those rhould be a testing room m, with each child when a complete individual test, and laters complete test by a trained psychologist. We effort should be apared to chimin complete information about the exceptional child. Incachool information should be recured, and this phada be missed in the thought pecond of the child their tent by the teach or.

As her been sail before, edermous man shalf cilities for tenching should as provides for the cheese in special education.

Transportation is often a difflently faced by edriniate toes. The smaller schools have not eloud. Tilders of this type to ferm their cum classes, and it becomes nearly to transport them to other locations. Thems ortation a country is better with repair a decations. Thems ortation a country is tions, with repair of hunchmass incliding. I with a recently for the children such a curtical crates country for the children such as the reaction of an an energy of education.

Touch the willing of Jest and the tenders of the tenders as Tarsien to the education to the education to the education of the second of the second of the second of the second of the education of the tenders the throughout the second of the education of the educ

^{2. 1.00. 011.}

Expanding the special education program to include children who are educationally retarded by two or more grades would increase the benefit derived from this work to a great degree.

The problems of the truant and the delinquent, perhaps already included in the socially maladjusted group, are closely connected with those of the mentally retarded.

The writer feels that an institution should be created and developed to care for the socially maladjusted cases which are beyond the scope of the public school. In cases of truancy, where the parent cannot or will not control the child, such a child should be placed in such an institution. There is at present, no such institution available in this area. The state school is the only alternative, and a child cannot be placed in this institution until he is twelve years of age, regardless of maladjustment or any other difficulty which he may have developed.

The state school is not desirable in such cases, because a child who is not a criminal should not be in association with those who are criminals. An institution set up under the department of education and connected also with the welfare department could also take care of children who are to be sent to the state school for the first time. There is a definite need in Florida for several institutions of this type, and the sooner such institutions are established, the better it will be for the correction of truancy and delinquency.

Expanding the special education program to include children who are educationally retarded by two or wore sprides would increase the benefit lerived from this work to a great degree.

The mobleme of the trunt of the delinement, nephross edready included in the costall; maladische group, are closely connected with those of the mentally potunied.

The trifter feele thirt am institution of the erected and developed to care for the noclessly wall djusted even which are beyond the eseme of the rability sectors. In order of invancy, where the repeat carnot or will not confied the shill, such a child chartle in the shill, such a child chartle in such institution. If the issuit present, no much institution attailed in this suce. The office of the the only diverse tive, and a child education with the first of the province of the province of malady intent or such order. If the first of the third the order of the first of the province of the province of the province of malady fresh or such orders. If the children is a first of the province of th

The excite second is now decirable in a not even, have a confidence of the confidenc

Community Problems

There are many communities in which the parents do not provide real homes for the children, because working conditions make real home life impossible. Where there is no companionship in the home, together with lack of devotion and affection on the part of the parents, there can be no real control of the children. Cases have been discovered where parents admitted that they did not know the whereabouts of their primary children. They could not control them sufficiently to keep them in school. Such children become attendance problems early in their school life and because of the delay in law enforcement and the lack of a place of commitment, they are allowed to remain in the community and school environment, where they have a deadly influence on other children and groups. Many children would cause no trouble if freed from the influence of such companions, who run at large with no home restraint.

Education Preferred to Penal Institution

Any institution for children should be educational, rather than penal. A committee should be provided to review cases referred for admission. There could be a standing committee for this purpose; this same committee could remain in office for a number of years. The personnel of the committee could consist of a supervisor, a supervising principal, two building principals and two teachers. The committee should be so arranged

Community Problems

There are many communities in thich the parents do not provide real hones for the children, because worthn concitions make real bone life impossible. here there is no corpanionship in the home, together with lack of wevetien and affection on the purt of the pure number no seei control of the children. Cases have acut alreadent filest prevente chickted that they did not know the braities of their origany children. They could not control for suffitelently to keer them in solvol. Such childmen browne attendance profileme early in their school life on beart a of the deligning Lat. enformement and the last of a place of contlit ord, place as allowed to remain in the community and school emitrophent, there they have a deadly influence on other of the real groups. Many children out is seen as to wilder the new order of the children Figure of the property of x and x and x and x. Drainert a

Idnoofian Professed to Resta Design de

Any institution for children for the the children of the first and fine for the first pencia. A consistence about Indicate part this is the children control of the children o

that elementary teachers and elementary principals would serve in cases involving elementary students, and secondary teachers and principals would serve for secondary students. A principal or a teacher should not serve on a case from his own school, and an alternate should be appointed for this purpose.

Such an institution could well serve as a center for several counties and the county superintendents should appoint the committees. It would be well if the committee members could be appointed with overlapping terms in order to have experienced members at all times, serving on the committee.

Such committees as suggested in the above paragraphs, would be advised by whatever guidance workers, psychologists, psychiatrists, social workers and visiting teachers available at the time in the areas.

"One of the greatest contributions of child guidance clinics to mental hygiene practice has been the bringing together of the professions of psychiatry, medicine, psychology, and social work, in an attack on problems of behavior."

Summary of Recommendations

- 1. Classes for Exceptional Children should be classed according to grades.
- 2. Extensions of the program will include speech correction, sight saving, physically handicapped, music, arts and

^{3.} L. F. Shaffer, The Psychology of Adjustment, p. 440.

thet elementary teachers and element my principals would serve in cases involving alementary students, and secondary teachers and principals rould serve for secondary similarts. A principal or a teacher should not serve on sere into his our school, and an alternate should in the concints. For this purpose.

Tuch an institution could rell notice in a count appoint nevertal counties and the counties and the countitien. The would be well if the normative accidence could be appoint to the appoint of a law especially and the countities to have expectenced for appoint of the countities of the countities.

Prote o mais sea en raggestal in the chert, and roughly, neula be siviled be siviled by rinaterer prific, and in that the residence of the file the

and to him wieded for the mine

- 1. In the case of or Spreambing I with every of and G be educated and the process.
- i. Erroneinn of the program will indiche the circle outseet than, it is to strike the market outset. The continue of the contraction of the contra

crafts, and other needed divisions of classes for the exceptional child.

- 3. Specialized services would be available to all exceptional children.
- 4. Transportation to central locations with lunchroom facilities and every security should be considered.
- 5. A testing program is necessary before placing an exceptional child in a special class.
- 6. An institution is necessary to care for the maladjusted or truant child.
 - 7. Education is much preferred to penal care.
- 8. A committee could judge the proper management and care of truant cases.
 - 9. This committee could be central for several counties.

- oraits, and other needed divisions of clarate for the electrical child.
 - 3. Specialized services rould be evellable to all one ceptional children.
- 4. Transportation to contral learning with lunchroom facilities and every security should be considered.
- 5. A tosting program is necessary before placing an erceptional child in a evenial class.
 - 6. An institution is necessary to core for the allakjusted or truent child.
 - 7. Education is much proferred to tend a ch.
 - 8. I com itten could fulse in the the ten trained sufficient of the colors.
- 9. Time comultivee could be contain the earny is countien.

CHAPTER XT

SUMMARY OF CHAPTERS

Chapter I contains the Setting of the Problem and literature related thereto.

Chapter II includes an evaluation of the program for exceptional children.

I. Organization

- A. Planned by administrators and teachers
- B. Children's school records were used as basis of selections.
- C. These children were tested by trained psychologists
- D. A supervisor and ten teachers were employed to care for ten groups that were organized.

Chapter III - Significance of Socio-Economic and Environ-mental Conditions.

- I. Seasonal industry caused poor environmental conditions.
 - A. Insecurity
 - B. Inadequate medical care
 - C. Inadequate housing
 - D. Employment of the women of the family.
- II. Poor Heredity is apparently present.
- III. Poor environment, heredity and training, singly and together produce exceptional children.

IN SHPRAHO

SUMMEN OF CHAPTHES

Chapter I contains the Settla, of the Problem and literature related thereto.

Obapter II included an evaluation of the program for exceptional children.

- M. Orranization
- A. Flonmed by oldinichters and tendicus
- D. Obildren's selections were used of basis of relections.
 - G. These children were teated by trained paychology ists
- D. Li pumenviron and non tearlais nume offnioged so ear- for ten jarann filmt verc are ninef.

Ohrotten III - Almain eauec of Socie-Era stie uni Savier noted to sentente on the sentente of the Southwest on the Southwest of the Southwest of

- I. Personn'i "milistry bursed woom in widemietr. I ochil'ti i r
 - Tracountity
 - R. Inndenuate reals i care
 - oning of officering ...
 - U. Imadoruant il the rese. I's seriolistica
 - MI. Foor Moredit, is comparatifurestal.
 - III. Pode environmant, herelit, em is in in in. eth le uni tor the reservant of the ence the ence of t

Chapter IV - Necessary Evaluation

- I. Faulty educational program shown by incomplete schooling.
- II. Exceptional child has a basic right of education.
- III. Removal of exceptional children is favorable to development of normal groups.

Chapter V - Value of Testing Program for Exceptional Children.

- I. Beta tests used were easily handled.
- II. These tests were followed by testing from trained psychologists.
- III. These tests enabled administrators to satisfactorily place exceptional children.

Chapter VI - Value of Health Program for Exceptional Children.

- I. Medical examinations were given.
- II. Physical corrections were made.
- III. Lunches provided.
 - IV. Health habits were taught.
 - V. Health improvement made the education of exceptional children more effective.

Chapter VII - Value of Special Classes

- I. Parents were pleased by educational opportunity given their children.
- II. White House Conference gave a statement of children's rights.
- III. Classroom teachers found normal school rooms improved and signs of improvement in exceptional children.

Chapter IV . Hecescary Sy luntion

- I. Faulty educational program show in incomplete schooling.
- II. Exceptional child har a barde vight of education.
 - TII. Removal of enceptional children is favorable to development of normal groups.

Chapter V - Volue of Testing Ore men for Elegational

Ohildren.

- I. Sets that word only he had In ite.
- IT. There teats reveled by surthing from trained membered by surthing
- III. Those wests annuled countries motions of the atomicly of the process of the standard of t

Charter VI - Value of Heilfis were rider Dire trong

This I to the

- The state of the s
- AT. Chyarana contentions and analysis.
 - Jim of the man I I
 - IV. See Limin in stite of error hanging.
- The Hearth is a systematic made of a particular of a mean- thought a shifteness of a collaboration .
 - apra J. Jožean in spinal II mosto.
- n. 1 menter esta lacino de la local de la estada de la composición del composición de la composición del composición de la composición de la composición de la composición de la composición del
- -dimin and the second of the s
- Hair one of I are I are with a specific to the second of the I are a second of the I are

IV. Supervisors found:

- A. General school situation benefitted
- B. Morale of parents raised.
- V. County superintendent:
 - A. High cost of program a problem
 - B. Program beneficial
- VI. Needed for the development of the program:
 - A. Better financing
 - B. More teacher training.

Chapter VIII - Evaluation of Program for Exceptional Children as Determined by Interviews

- I. Parents of the children express appreciation of the consideration given their children, but feared that the cost of the program might hinder its continuation.
- II. White House Conference of 1932 gave a statement of the rights of the children.
- III. Classroom teachers found the school rooms improved by the removal of disturbing element, and exceptional children show improvement.
 - IV. Supervisors thought general school situation benefitted. They stated that more administrative preparation would have been preferable.
 - V. Supervisors felt that morale of parents had been raised.
 - VI. County Superintendent felt costs of the program a problem, but agreed that it was beneficial.
 - VII. Better financing and more teacher training were given as needs for development.

- IV. Supervicore found:
- A. General rehool situation benefitted
 - B. Morale of perente relacd.
 - V. County ruperinterdent:
 - modders a mercore to deep model .A.
 - B. Pro ram beneficial.
- VI. Needed for the development of the progress
 - ក្នុងរំលោកសំណើ ១១៦៩៦៨
 - B. One tencher unitain.
- Chapter VIII Evaluation of later for Enception & Side Side of Side of Strong as Jetsimined by Interview
 - I. Person for our the children of the compressible of the constant of the constant and their children of the cost of the program which is batter confident tion.
 - III. Buite Unive Coulonine of Int Cours a equipment of of the or it is of the obligation.
 - HII. Aleeuroom fereh er lanak the akonl manta ingroved by the removel of lightning elem. , and ercentional children abov imposement.
 - IV. Our emisemention into we a leaded circuition benum filtrell. They shated that help duinkeinnikkve ourmannition umull is yo been in inchil.
 - i. Presentiblica della della della collide ed ella della collide ed ella della collide ed ella della collide e Red edd.
 - ໝາຍພາກ ປະຕາ ເປັນຄວາມພັກນີ້ ທີ່ເຄາັນປະຕິບັນໄໝຍາກຕົວປະສຸດຄວາມ ເປັນປະຕິບັນຄວາມຕົວປະຕິບັນໄດ້ ຕົວປະຕິບັນໄດ້ ເປັນປະຕິບັນຄວາມຕົວປະຕິບັນ
 - TIE. Furter Channely I ware to each to the neme three neme of the needs are needs.

Chapter IX - Reports of Questionnaires to Teachers of Special Classes.

- I. Ten teachers answered the questionnaire showing that a majority of the exceptional children had improved in,
 - A. Health
 - B. Physical Education
 - C. Reading ability
 - D. Number ability
 - E. Attention
 - F. Effort
 - G. Ability to follow directions
 - H. Arts and crafts
 - I. Handwriting
 - J. Speech
 - K. Ability to select activity
 - L. Personal appearance
- II. Since these points are essential in the development of the child, the program of special education was valuable.

Chapter X - Recommendations for Expansion of the Program.

- I. Group the children according to grade.
- II. Extend the program to include,
 - A. Speech correction
 - B. Sight saving
 - C. Physical therapy
 - D. Music

Ohenter IX - Reports of Tuestiemnines to Herohem of Special Classes.

- I. Ten teschere answered the auentionnaire shouting that a majority of the exceptional children had improved in.
 - A. Health
 - B. Physical Phycation
 - C. Reading ability
 - D. Number ability
 - E. Attention
 - Troffe .T
 - G. Shiiny to follow Linestions
 - E. Pris end corries
 - gnit intingf .I
 - . 769gB . T
 - K. .. bilit; to select retirity
 - L. Percond onservace
- II. Since these points one essential in the development of the only the organism of special education the valuab

Ohaptin R - Reconner Lating for Dig maion of the Program.

- ្នាំ បានបញ្ជាក់ ទៅស្រាស់ electron accom ដែល នៅ បានប្រជាព្រះ
 - TI. Entend the proper to include,
 - A. Sneech correction
 - B. Sight saving
 - O. Phreiosl district
 - D. .ucic

- E. Art
- F. Physical education with normal group
- V. Transportation and lunchroom facilities
- VI. Testing program before placement
- VII. Institutional care made available
- VIII. A general committee to judge management and care of exceptional children.

- J. 22. G
- F. Phyrical education with nearly exert
 - V. Transportation and Lunchroon facilities
 - VI. Teaving progress before placement
 - VII. Institution of care made available
- VIII. A general committee to jukee nuntgenaat and care of

BIBLIOGRAPHY

- Annasttasi, Annie, <u>Differential Psychology</u>, New York: The Macmillan Company, 1937. P. xiv + 604.
- Baker, Harry J., <u>Introduction</u> to <u>Exceptional Children</u>, New York: Macmillan Company, 1944. P. xiv + 449.
- Barr, A. S., Burton, William H., and Brueckner, Leo J., Supervision, New York: D. Appleton Century Company, 1947. P. viii + 849.
- Blivin, Bruce, "Nutrition and Pregnancy," Reader's Digest, (January, 1948).
- Brown, Francis J., Educational Psychology, New York: Appleton Century Company, 1947. P. xiv + 610.
- Estabrooks, G. H., "What Can Happen to Your Brain," Scientific American, (July, 1946).
- Fernald, Grace M., Remedial Techniques in Basic School Subjects, New York: Macmillan Company, 1944. P. xiii + 448.
- Florida Department of Education, A Guide to Improved Practice in Florida Elementary Schools, Tallahassee: State Department of Education, 1940. p. x + 308.
- Florida Department of Education, "Regulations Relating to the Education of Exceptional Children, Tallahassee: State Department of Education, December 1948.
- Garrison, S. C. and Garrison, K. C., The Psychology of Elementary School Subjects, New York: Johnson Publishing Company, 1929. P. xx + 568.
- Heck, Arch O., Education of Exceptional Children, New York: Mc Graw Hill Book Company, 1940. P. xvii + 519.
- Landis, Paul H., "The Dollar Value of Education," <u>Journal of National Education Association</u>, (May, 1949).
- Munn, J., The Fundamentals of Human Adjustment, New York: Houghton Mifflin Company, 1946. P. xiv + 448.

THE COLINI

- Annasttaei, Annie. Differe tial Psychology, en last The Macmillan Company, 1957. I. miv + (th.
- Eaker, harry J., Introduction to recorder Littleren. Her York: Macmillan Company, Igha, P. Mir + 4 P.
 - Barr, A. S., Surton, William M., and Trueckner, Lea J., Suncervision, New York: D. Appleto: Control Correct, 1947, F. viii + 8/9.
- Blivin, Orace, "Natrition and Prequency," <u>Beriogin Directs</u>, (January, 1948).
- Brown, Francis J., zdwonthonel Psychology, Tellor: , eleten Century Company, 1987, F. iv + 610.
- Establicotes, C. F., "Rust Con Ennoun to Your Lanin," (signification) American, (sult, 19k6).
- Fernald, Grace I., Rueitel Tachuianas in lacis cionl Galicota
 Her Mora: Franklich or my, Lyll. 2. while will.
 - Floride Corrended of Wheelthor, Chile Columnated Action 19 61186 in Moride Janethory Schrolk, Fallahrenes: The Column to Sument of Washies, 1920. The Gen.
- - Home, well for Division of Tara discontinuous. I will appropriate the contract of the contract
 - Lende, Pal J., "He Wall will, a contraction," Trunk Rafi
 - in of the state of

- Ross, Barney J., New Age Sociology, New York: Appleton Century Company, 1940. P. xx + 541.
- Sherman, Mandel, <u>Intelligence</u> and its <u>Deviations</u>, New York: Ronald Press, Inc., P. x + 286.
- Shull, Franklin A., Heredity, New York: McGraw Hill Book Company, 1938. P. xvi + 442.
- Skinner, Charles E., Educational Psychology, New York: Prentise Hall Book Company, 1941. P. xxv + 754.
- Spencer, Steven M., "Must They be Born That Way?" Saturday Evening Post, March 5, 1949.
- Strauss, Alfred A., and Lehtinen, J., Brain Injured Child, New York: Grune and Stratton, 1948. P. iv + 206.
- Vaughn, Wayland F., General Psychology, New York: Odyssey Press, 1946. P. xlx + 704.
- Wheeler, Raymond H., Principals of Mental Development, New York: Thomas Y. Crowell Company, 1938. P. xiv + 518.
- White House Conference, Report on Education, New York: The Century Company, 1930. P. xi + 360.
- Wilkins, Walter, Boyd, French, <u>Nutrition for You</u>, New York: Lily Tulip Cup Corporation, 1943. P. 47.
- Wolcott, Robert H., Biology, New York: McGraw Hill Book Company, 1940. P. xxi + 649.
- Wood, Madeline, "Can Medicine Make You Smarter?" Coronet, November, 1947.

- Ross, Barney J., Mer 4 to Sociolary, der form: Apleton Jentury Commany, 1970. The full.
- Sherman, Mandel, Intelligence and its Devictions, New Mouth:
 Konsld Press, Inc., P. x + Dr.
- Shull, Frenklin 1. Hervitt, New York: Heddram fill Look Company, 1938. I. avi & 100.
- Skinner, Charles I., Efrectional Sare olon, New Lord: Prentise Hell book Colonny, 1941. 2. un + 754.
 - Spencer, Steven M., "that they be Born M. T. T. '4 ?" Softwall T. Wening Poet, Lerch 5, 19/9.
 - Straugs, ilfred A., and Lehtins, J., Brein injured Mild, New Mork: Grune and Stration, 1988. I. is 4 206.
 - Vengin, Wayland I., Consuct Pappinglors, Mer Unit: Odynasy Press, 1900. P. Fill & 700.
 - Theelur, Chymnad M., introduction of the Comment, Thee York than State
 - White Hourd Vorlference, Recorpt on Edite (19g., e. Fran: 20ed Centrary Volgent, 1950, F. 11.4 580.
 - Williams, welver, Boyel, Erenci (Lingth region long) for Committee Large Now Some Common till Selection of the Common till selection
 - Tollerut, Bolt to M., <u>Lichtut, Med Mords</u>: In med 1811 in 1 to the following the formal to the second of the graph, and the second of the sec
 - Mood, 16 delikas, Ms., Medisin 1 de Mood Mr. et 28 jug. . 15. Moved hos, 1910.

APPENDIX

RPPDEST

CASE HISTORY FACTS1

(Information needed prior to individual psychological examination)

I. Introduction.

It is the purpose of the case history to convey pertinent facts about the child who is in need of help. These facts may be secured by a teacher or special education, county supervisor, school nurse, or other qualified person. These data are necessary to give a better understanding of the child and are useful in planning for the future development of the child.

II. Source of Referral:

- 1. Who referred: A child may be referred by a teacher, parent, or agency.
- 2. Reason for referral: State briefly why the child requires special attention at the time. Has he failed to make progress in school because of physical, social, or mental development?

III. Personal History:

6

1. Developmental

- a. Birth: birth date and place. Give mother's name. Give mother's health during pregnancy and the character of the delivery. (normal, instrumental, etc.).
- b. Post natal factors: Describe early and subsequent feeding history, particularly if at all unusual. Tell the age the child first started to walk and talk. Were there any unusual behavior problems connected with the child's

^{1.} This outline was prepared by Dr. Hugh L. Waskom, Director, Psychological Clinic, Florida State University, Tallahassee, Florida.

OACE HISTOHN FLOIS-

(Information needed prior to individual paychological eramination

I. Introduction.

It is the purpose of the case his out to convey senting the facts about the child who is in need of help. These facts may be secured by a togeler or exected addention, county sweeped or school nurse, or other analitical person. These are nessessary to give a better undersynding of the child or the future development of the child or the future development of the child.

II. Fourde of Heferril:

- 1. The referred: * child mig be referred by a vencion, parent, or agency.
- directed asserted for referred as formed being the chile are quired asserted as a straight on a second progress in across is second across a players in across a second across a players in across a second across a players in across as a contract.

III. Permonial History:

L. Perclomental

- R. Binch: Dird: & fe .n. & co. =it = ck + cf = 20. Cive rother/s herebe luming prepared ... is character of the Celiver, (normal, invitation of the Celivery, (normal, invitation of the).
 - Don't metal fections: "coordine and product of the original managers of the coordinate of

This outline was prepared up dr. (pt i. in her. dreeter.)
 Paycholoriesl Climic, Whereas Ct to Unit entit, Delinker entit.
 Florian.

development. If sleep disturbances have been present, tell the nature and frequency. Describe nervous habits such as tics, nail biting, thumb sucking, peculiarity of speech, masturbation.

- c. Early illness: Childhood diseases-unusual development such as ear infections, or conditions which follow illnesses that called for special medical attention. Describe any serious accidents the child may have had, and the effects of these.
- d. Report on current medical examination and recommendations: State present health and include report of any recent physical examination which has been given the child. Describe any disabilities or afflictions which he may have.

IV. Social History

I. Family: Describe the father's occupation and the family's present income. Does the mother work? Describe her job.

Tell to what extent the family has been self-supporting. How far did the parents go in school? Describe briefly the economic, social and cultural background of each parent, giving the size of the families from which they came, if either parent is dead, tell how the family has managed since the death of the parent. What effect has the loss of this parent had upon the child's development? Does the family life appear to be congenial?

If not, what is the source of the friction? Does the child seem to get along better with one parent or the other? If so, which one? Which parent has the most responsibility for discipline of the child? What type of discipline is most generally used? Describe the sibling relationships.

development. If alter disturbences have been mrecent, tell the acture and frequency. Describe nervous habits such as the; noil bitting, thus curiting, perviously of age oh, mesturbation.

- Early illness: Children care-strough development such con infections, or condition tions of the condition tions of the collect such collect strong special solides the collect condition in the condition to condition the condition of the condition of the condition of the condition of the conditions.
- d. Report on current medical results of the consideration of the considerations: State recent lection and include report of any recent physical emulastion which has been given the child. Obscribe our discussionable of all titles or all his taken which is rap have.

EV. Pociel Fictory

I. Panilly: Describe the official months of a color of the color of the filt.

Algebra was and income. Then the first of a color of a color of the first of the color of the c

- 2. Home environment: How long has the family lived in the community? Describe the type of home. How does the home compare with others in the neighborhood?
- 3. Community: Describe the type of community (residential, factory, agriculture, etc.) Does the child have access to supervised recreational facilities? Are undesirable influences such as pool halls, taverns, etc. readily accessible?

V. School History:

Give age of entering school, number of schools attended, general level of performance, present grade, and whether the child has failed or skipped any grades. Tell of any special abilities or difficulties in school work. Is the child's behavior considered a problem in school? Describe. Tell the child's attitude towards school. Be sure to include information from previous teachers as well as current data.

VI. Miscellaneous:

Any item not referred to in other parts of the report should be mentioned here. Observations of teachers, impressions obtained from parents, friends, etc. If any previous recommendations have been made they should be recorded here.

- 2. Home environment: How long has the femily lived in the community? Describe the type of home. How does the home compare with others in the neighborhood?
- 9. Community: Decombe the type of community (restiential, factor, agriculture, etc.) Does the child have access to supervised recreational facilities of undesirable influences and as mood halfs, threms, etc. realfily successible?

V. School History:

Give age of entering releast, number of releast, strended, general level of performance, areand of a legical the child has failed or singued out or ancien. It is not any a contribution or difficultion in reliant root. In the child of the old. It beinguise on aiditional and the child of the old. It beinguise contidered a result of the child o

VI. Miraellencong:

Any iften not really of the distribution of die ne out should be septimed from, Characters of the circulum, in which should be distributed from the electron of the been seed of the died and the electron of the separate of

		,		



/*	•		
	-		
		b	
	•		
	•	ó	
, in .			
	-		
21			
•			

STOPPEN SAME TO THE STATE OF TH		